

KS3 & KS4 English Literature Assessment

Assessment Objectives and Progress Map for Key Stage 3 and Key Stage 4				
<i>Grade</i>	<i>Assessment Objective 1</i> <i>Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text.</i>	<i>Assessment Objective 2</i> <i>Understand the meanings of literary texts and their contexts and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.</i>	<i>Assessment Objective 3</i> <i>Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects.</i>	<i>Assessment Objective 4</i> <i>Communicate a sensitive and informed personal response to literary text.</i>
8 - 9	<ul style="list-style-type: none"> demonstrates knowledge by incorporating well-selected reference to the text skilfully and with flair (or seamlessly uses well-selected textual detail in an empathic task) 	<ul style="list-style-type: none"> sustains a critical understanding of the text showing individuality and insight 	<ul style="list-style-type: none"> responds sensitively and in considerable detail to the way the writer achieves her/his effects (or sustains an entirely convincing voice for the character in an empathic task) 	<ul style="list-style-type: none"> sustains personal and evaluative engagement with task and text
7 - 8	<ul style="list-style-type: none"> demonstrates knowledge by integrating much well-selected reference to the text (or integrates much well-selected textual detail in an empathic task) 	<ul style="list-style-type: none"> shows a clear critical understanding of the text 	<ul style="list-style-type: none"> responds sensitively and in detail to the way the writer achieves her/his effects (or sustains a convincing voice for the character in an empathic task) 	<ul style="list-style-type: none"> sustains a perceptive, convincing and relevant personal response

6	<ul style="list-style-type: none"> • demonstrates knowledge by supporting with careful and relevant reference to the text (or supports with careful and relevant textual detail in an empathic task) 	<ul style="list-style-type: none"> • shows a clear understanding of the text and some of its deeper implications 	<ul style="list-style-type: none"> • makes a developed response to the way the writer achieves her/his effects (or develops a generally authentic voice for the character in an empathic task) 	<ul style="list-style-type: none"> • makes a well-developed, detailed and relevant personal response
5	<ul style="list-style-type: none"> • demonstrates knowledge by showing some thoroughness in the use of supporting evidence from the text (or shows some thoroughness in the use of supporting textual detail in an empathic task) 	<ul style="list-style-type: none"> • shows understanding of the text and some of its deeper implications 	<ul style="list-style-type: none"> • makes some response to the way the writer uses language (or uses suitable features of expression suitable for the character in an empathic task) 	<ul style="list-style-type: none"> • makes a reasonably developed relevant personal response
4	<ul style="list-style-type: none"> • demonstrates knowledge by using some supporting textual detail (or uses some supporting textual detail in an empathic task) 	<ul style="list-style-type: none"> • shows some understanding of meaning 	<ul style="list-style-type: none"> • makes a little reference to the language of the text (or begins to assume a voice for the character in an empathic task) 	<ul style="list-style-type: none"> • begins to develop a relevant personal response
3	<ul style="list-style-type: none"> • demonstrates knowledge by making a little supporting reference to the text (or makes a little supporting reference to the text in an empathic task) 	<ul style="list-style-type: none"> • makes some relevant comments 	<ul style="list-style-type: none"> • shows a basic understanding of surface meaning of the text and language (or shows a basic understanding of character and voice in an empathic task) 	<ul style="list-style-type: none"> • attempts to communicate a basic personal response

2	<ul style="list-style-type: none"> demonstrates knowledge by making a little reference to the text (or makes a little reference to the text in an empathic task) 	<ul style="list-style-type: none"> makes a few straightforward comments 	<ul style="list-style-type: none"> shows a few signs of understanding the surface meaning of the text and language (or shows a few signs of understanding of character in an empathic task) 	<ul style="list-style-type: none"> shows some evidence of simple personal response
1	<ul style="list-style-type: none"> demonstrates knowledge by limited textual reference (or makes limited reference to the text in an empathic task) 	<ul style="list-style-type: none"> shows some limited understanding of simple/literal meaning 	<ul style="list-style-type: none"> shows a little awareness of surface meaning of text and language (or shows a little awareness of surface meaning of character and voice in an empathic task) 	<ul style="list-style-type: none"> makes a limited attempt to respond
<i>Foundation (F)</i>	<ul style="list-style-type: none"> can talk about the text, with support 	<ul style="list-style-type: none"> shows some limited understanding of simple/literal meaning, with support 	<ul style="list-style-type: none"> shows a little awareness of surface meaning of text and language (or shows a little awareness of surface meaning of character and voice in an empathic task), with support 	<ul style="list-style-type: none"> makes a limited attempt to respond, with support